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ABSTRACT

In a Collaborative Action Team (CAT), people representing the school, community, and home, including students, form a partnership committed to improving results for children, youth, and families. One way to determine and build on the individual and group strengths of the CAT is to perform self-assessments to enable team members to reflect on where they have been, what has been accomplished, and where they want to go. An initial self-assessment followed by periodic reassessments is recommended. This document contains guidelines for conducting the self-assessment. The self-assessment plan corresponds to team identification, team mobilization, project development, and project implementation elements. The CAT self-assessment form is included, and guidelines are presented for analyzing and interpreting the data. (SLD)

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A Guide for Conducting the *Collaborative Action Team Self-Assessment*

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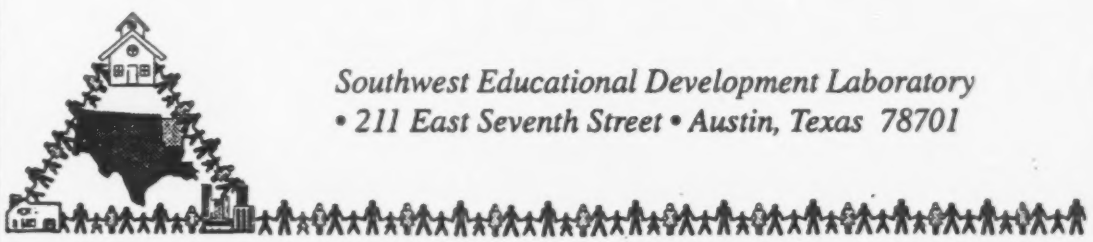

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Conducting the *Collaborative Action Team Self-Assessment*

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Introduction

In a Collaborative Action Team (CAT), people representing the school, community and home, including students, form a partnership committed to improving results for children, youth, and families. The team approach offers opportunities for building on the strengths each person, group, and institution bring to the table. The forward progress of the partnership is enhanced when the team identifies existing individual and group assets and promotes the creation of new assets.

One way to determine and build on the individual and group strengths of the CAT is to perform self-assessments. Self-assessment is a group process that enables team members to reflect on where they have been, what has been accomplished, and where they want to go. The information gathered often provides new insights for partnership development that can impact the team's direction. It can also generate momentum within the team to enhance the collaborative process.

A CAT team member serves as the facilitator for the self-assessment process and plays a key role in guiding the partnership's reflection and decision making. This guide is designed to help prepare the facilitator to plan and implement the *CAT Self-Assessment*. The self-assessment material should be carefully read and understood before proceeding.

When should the *CAT Self-Assessment* be conducted?

An initial self-assessment followed by periodic reassessments is recommended. The CAT process recognizes the continuous evolution and growth of the team.

> **Initial self-assessment** - Upon deciding to become a Collaborative Action Team, the original organizing members should complete a self-assessment to provide the team with a starting point and preview of what lies ahead. In most cases, the initial self-assessment will be conducted prior to the first CAT meeting.

Ongoing self-assessment - After the team begins its partnership development, the members administer the *CAT Self-Assessment* on a periodic basis. The facilitator plays a key role in helping the members decide when to complete the self-assessment. The following points may serve as a guide for making this decision:

- When there is a loss of momentum: Signs of struggle or members sense that "we are not moving at all."
- When there is a need to maintain momentum: The team may agree early in the CAT process to conduct regular self-assessments, possibly annually, semi-annually or when a certain set of elements in the CAT process are completed.
- When there is a need to increase momentum: Members are moving toward their goals, however, they need additional incentive to progress further.

Who completes the *CAT Self-Assessment*?

The original organizing team members - people who have been involved in the planning of the Collaborative Action Team - complete the initial self-assessment. This group of people should be representative of the school, community and home, including students. Active CAT members will complete the ongoing self-assessments. At times it may be necessary for the facilitator to request that a self-assessment be completed by others involved in the CAT process but who have not been able to actively attend meetings. For instance, the school principal may have attended only a few team meetings but does have knowledge of the team's ongoing activities and development. The principal's perceptions of the partnership's development, from a school administration perspective, may be integral to the overall assessment from which recommendations for action are determined and for which support is sought.

What does the team get out of the *CAT Self-Assessment*?

Based on the information gathered, the team can develop a customized plan to guide the partnership process from the beginning. For those teams in existence for at least six months, completing the *CAT Self-Assessment* will inform them of how much progress has been made in the partnership process and will provide a clear picture of the team's strengths. Teams can amend or continue their action plan based on feedback from the self-assessment.

Where should the *CAT Self-Assessment* take place?

The facilitator coordinates the place and time for members to meet for the self-assessment, taking into consideration the needs of the individuals. Factors to consider in determining whether to conduct the self-assessment as an agenda item at a regularly scheduled CAT meeting or at a completely separate meeting include:

- When and where would the most representative group of team members be present?
- When is there ample time for completing the self-assessment (at least 30 minutes is needed)?
- When and where would the team members be the most clearheaded to think about the team process?
- When and where would equipment or assistance, if needed, be available, i.e., interpretation or translation for members with disabilities or who speak a language other than English, writing materials, and appropriate space?

How should the *CAT Self-Assessment* be implemented?

Guidelines for implementing the self-assessment can be found in "A Plan for *CAT Self-Assessment*" that follows. Prior to using the *CAT Self-Assessment* for the first time, it would be helpful for the facilitator to ask the team members to review the instrument to assure they understand the format and questions. This can help to clarify issues that may arise (e.g. how to complete the form, the meaning of any specific terminology) and expedite completion of the self-assessment.

A Plan for *CAT Self-Assessment*

The *CAT Self-Assessment* has two primary purposes:

1. To provide information for a customized plan that will guide Collaborative Action Teams in using the CAT process.

2. To inform the CAT membership of how the team is progressing through the process of developing the Collaborative Action Team.

Design

The *CAT Self-Assessment* will help the members gather information to provide an overall sense of the extent of the team's partnership development. It is necessary for the CAT to periodically inventory its strengths and challenges in order to identify opportunities that encourage partnership development as well as factors that inhibit it. Comparing the information generated from the initial self-assessment with subsequent ones gives the team a picture of its progress. The results will help the CAT determine its next steps. Further, the self-assessment process helps create and maintain momentum by highlighting the actions that build a sense of group accountability and individual responsibility for the team's progress.

It is the aim of the self-assessment to explore the team's progress throughout the four stages of the CAT process (Team Identification, Team Mobilization, Project Development and Project Implementation). This is accomplished by examining the elements to effective team building and team planning within each stage. The *CAT Self-Assessment* questions correspond to the elements as follows: Questions 1 - 3 to the Team Identification elements, Question 4 to the Team Mobilization elements, Question 5 to the Project Development elements, and Question 6 to the Project Implementation elements. To complete the *CAT Self-Assessment*, a working knowledge of the CAT process elements is helpful. Reviewing the following team process elements at the meeting in which the self-assessment is conducted may also be beneficial.

Elements of Team Identification

- Define representative membership *(Team Planning)*
- Build representative membership *(Team Building)*
- Find common ground *(Team Building)*
- Reinforce consensus building skills *(Team Building)*
- Establish communication guidelines *(Team Building)*
- Agree on a common vision *(Team Planning)*
- Identify and prioritize community issues *(Team Planning)*
- Develop mission statement *(Team Planning)*

Elements of Team Mobilization

- Identify shared leadership opportunities *(Team Planning)*
- Assume shared leadership responsibilities *(Team Building)*
- Enhance communication guidelines *(Team Planning)*
- Initiate networking opportunities *(Team Building)*
- Enhance group decision making *(Team Building)*
- Set goals and objectives *(Team Planning)*

Elements of Project Development

- Determine roles and responsibilities *(Team Planning)*
- Develop resource strategies *(Team Planning)*
- Expand networking opportunities *(Team Building)*
- Plan activities, tasks, and timelines *(Team Planning)*
- Recognize individual contributions *(Team Building)*
- Encourage new individual roles and responsibilities *(Team Building)*

Elements of Project Implementation

- Implement action plan *(Team Planning)*
- Support new individual roles and responsibilities *(Team Building)*
- Conduct evaluation *(Team Planning)*
- Practice and promote collaborative teamwork *(Team Building)*

Procedure for implementing the initial *CAT Self-Assessment*:

1. The person facilitating the self-assessment designates approximately 30 minutes for the process at the beginning of the CAT training.

2. The facilitator states the purpose of the self-assessment and reminds the team to keep in mind that the results will help to establish a starting point for their Collaborative Action Team and provide baseline information about their knowledge of partnerships.

3. The facilitator distributes a copy of the *CAT Self-Assessment* to all team members and asks that they complete the form individually (it should take no more than 20 minutes to complete the form).

4. Once the completed forms are collected, the facilitator tabulates the results categorized by home, school, community, and students. The analysis and interpretation of the data should be performed as soon as possible (additional information can be found in "Analyzing the Data" and "Interpreting the Data" that follow).

5. The facilitator writes a summary of the analysis results and distributes this to a core group of team representatives, often the original organizing members. Since the first CAT meeting has not occurred, involving a core group to assist the facilitator in forming initial recommendations and actions helps to assure greater representation in the decision making process.

6. The facilitator and core group discuss the results and determine recommendations for action. Based on the results, they generate an agenda for the first CAT meeting derived from their recommendations.

7. Prior to the first CAT meeting, the facilitator and core group's recommendations are distributed to all team members along with a copy of the facilitator's written summary and the meeting agenda.

8. The facilitator leads a discussion on the self-assessment results and recommended actions at the first CAT meeting.

9. The team members reach consensus about their short-term and long-term goals that will eventually comprise their action plan. The discussion and decisions are documented and distributed to all team members prior to the next CAT meeting.

Procedure for implementing the ongoing *CAT Self-Assessment*:

1. The facilitator designates approximately 30 minutes for the self-assessment process during a CAT meeting or at a separate gathering of team members.

2. The facilitator states to the team members the purpose of the self-assessment and reminds the team to keep in mind the team process elements while completing the form.

3. The facilitator distributes a copy of the *CAT Self-Assessment* to all team members and asks that they complete the form individually (it should take no more than 20 minutes to complete the form).

4. Once the completed forms are collected, the facilitator tabulates the results categorized by home, school, community, and students. The analysis and interpretation of the data should be performed as soon as possible (additional information can be found in "Analyzing the Data" and "Interpreting the Data" that follow).

5. The facilitator shares the results of the analysis of the *CAT Self-Assessment* data with others who have been trained as CAT facilitators, if any, and/or a core group of team representatives. This small group collaborates on the interpretation of the data and recommendations for action to present at the next team meeting.

6. At the next CAT meeting, the facilitator or another member of the small group leads a discussion on the results of the self-assessment and recommendations for action.

7. The team members reach consensus about their short-term and long-term plans for continued team development. If some team members, or others who are important to the CAT process, are not present for the discussion of recommendations, the team needs to decide how to obtain their feedback.

8. The team's recommendations are written into the meeting minutes or some other documentation kept by the CAT and distributed to all team members. Sometimes the team meeting minutes cannot be distributed as quickly as needed for actions to be taken that are more immediate. In this situation, the team will need to find a more expedient way to get the information to team members.

CAT Self-Assessment

Name of Site: _____ Date: _____

Location: _____

I am a representative of the following group (**check only one**):

_____Home _____ School _____ Community _____ Students

Instructions for responding to items in this form:

- In filling out this instrument, it is important for you to think in terms of your individual experience with the Collaborative Action Team's partnership development. Identify items with a checkmark that currently describe the partnership.
- You may find that some items do not apply to your present situation, possibly because your team has just begun or your team is not yet at a particular stage in development. When you decide that a particular item does not apply to your partnership as it currently operates, indicate this as Not Applicable (NA).
- Remember–it is absolutely okay to mark items NA. This is not a test! It is a snapshot of the team's process at a specific point in time. The results will help the partnership develop successfully. *Even partnerships with considerable experience may find opportunities for strengthening their development.*

CAT SELF-ASSESSMENT

STAGE I: TEAM IDENTIFICATION

In this CAT process stage, the aspiring partnership examines who comprises the team, the team's purpose, and what the members have in common about key issues affecting the school community. The elements in this stage stimulate the team to focus on building consensus on the issues and function collaboratively by finding common ground. Keep this, and your school community, in mind as you respond to the items in this section.

PLACE A CHECK IN ALL OF THE BOXES THAT APPLY

Membership in your CAT	Representative Groups														
	Home		School				Community							Students	Others
Team Identification Elements **Question 1:** *Element A: Defining representative Membership (Team Planning)*	**Parents/Caretakers**	**Other family members**	**Teachers**	**Principals**	**Support Staff** (Guidance, Social Work, Secretarial, ...)	**Central Office** (District)	**Faith Community**	**Health Providers**	**Civic Organizations**	**Community Volunteers**	**Human/Social Service Providers**	**Higher Education**	**Business/Private Industry**	Students	Others
Item 1: Who do you think **should** be team members on your CAT?															
If you check other, please specify who:															
Item 2: Who do you think **could** be team members on your CAT?															
If you check other, please specify who:															
Question 2: *Element B: Building representative membership (Team Building)*															
Item 1: Who are **active members** of your CAT, i.e., attend meetings?															
If you check other, please specify who:															
Item 2: Who is **involved** but not active in your CAT, i.e., does not attend meetings?															
If you check other, please specify who:															

Item 3: How many people **currently** serve as members of your CAT in each of the four representative groups? (Give your best estimation)

_____ HOME _____ SCHOOL _____ COMMUNITY _____ STUDENTS

Team Identification Elements **Observed Actions and Behaviors in your CAT Partnership**	**Place only one check for each item**	
Question 3: ***Element C: Find common ground*** *(Team Building)*	*YES*	*NA*
Item 1: Members discuss environmental/organizational factors contributing to community issues		
Item 2: Members understand the impact these issues have on results for children, youth, and families		
Element D: Reinforce consensus building skills *(Team Building)*		
Item 1: Everyone on the team actively participates in decision making		
Item 2: Differences are expressed and conflict is addressed		
Item 3: Everyone's perspective is considered		
Item 4: Individuals support group decisions		
Element E: Establish communication guidelines *(Team Building)*		
Item 1: Ground rules for conducting effective meetings are established		
Item 2: Diverse perspectives are welcome and openly shared		
Item 3: Members respect each others' cultures		
Item 4: Ground rules encourage active participation and involvement		
Element F: Agree on a common vision *(Team Planning)*		
Item 1: Members have openly shared their hopes and dreams for improving the community		
Item 2: The team has described the expected benefits for children, youth, and families through collaborative efforts		
Item 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build		
Element G: Identify and prioritize community issues *(Team Planning)*		
Item 1: Individual members express issues to be addressed for the community		
Item 2: Members as a group have developed a list of issues for the community		
Item 3: Members have determined which community issues are most important		
Element H: Develop mission statement *(Team Planning)*		
Item 1: Members agree the purpose of the team is to improve results for children, youth, and families		
Item 2: The team has written a mission statement to accomplish its purpose		
Item 3: All partners support the mission statement		

STAGE II: TEAM MOBILIZATION

In this CAT process stage, the partnership explores how the team works together to build a common focus. Members explore an organizational work plan and highlight shared priorities to set the direction for the team's action plan. Keep this, and your school community, in mind as you respond to this section.

Team Mobilization Elements **Observed Actions and Behaviors in your CAT Partnership**	**Place only one check for each item**	
Question 4: *Element A: Identify shared leadership opportunities (Team Planning)*	*YES*	*NA*
Item 1: The team has identified the abilities, skills, and experience of all members		
Item 2: Tasks are matched with individual members' abilities, skills, and strengths		
Item 3: The team supports ways to develop leadership skills among all members		
Element B: Assume shared leadership responsibilities (Team Building)		
Item 1: Activities and tasks are equally shared among home, school, community, and students		
Item 2: The team understands and utilizes the expertise of all members		
Item 3: Individual members are willing to learn and improve their leadership skills		
Item 4: Individual members are willing to take on new leadership roles		
Element C: Enhance communication guidelines (Team Planning)		
Item 1: Minutes of partnership meetings are distributed for review ahead of time		
Item 2: Members exchange information about upcoming activities in the community		
Item 3: Existing systems of communication are linked between collaborating agencies/organizations		
Item 4: Meeting notices are available to all groups (home, school, community and students)		
Item 5: A membership list is printed and kept current		
Item 6: A printed agenda is available at the meeting		
Item 7: Meeting discussion is structured to accommodate for special needs of members (e.g., translation and child care)		
Element D: Initiate networking opportunities (Team Building)		
Item 1: The team shares information and experiences with others in the partnership		
Item 2: The team develops relationships and contacts outside of the partnership		
Item 3: Members develop strategies for building their networking resource base		

Team Mobilization Elements **Observed Actions and Behaviors in your CAT Partnership**	**Place only one check for each item**	
Question 4 (continued): ***Element E: Enhance group decision-making*** *(Team Building)*	*YES*	*NA*
Item 1: The diverse perspectives of all members are valued and discussed		
Item 2: Strategies for resolving conflict are used		
Item 3: Decisions reflect the viewpoints of all members involved		
Item 4: Members come prepared to make informed decisions		
Element F: Set goals and objectives *(Team Planning)*		
Item 1: The team establishes goals to address the group's priority issues		
Item 2: Measurable objectives for team goals are written		
Item 3: All partners support the goals and objectives of the team		

STAGE III: PROJECT DEVELOPMENT

In this CAT process stage, the partnership outlines an action plan as well as reviews and refines it to reflect specific tasks and activities to be completed. This stage emphasizes the involvement of the whole team in carrying out the work specified in the action plan. Keep this, and your school community, in mind as you respond to this section.

Project Development Elements **Observed Actions and Behaviors in your CAT Partnership**	**Place only one check for each item**	
Question 5: *Element A: Determine roles and responsibilities (Team Planning)*	*YES*	*NA*
Item 1: Strengths of individual members are identified to implement the project, e.g., tasks and activities		
Element B: Develop resource strategies (Team Planning)		
Item 1: Ways to find resources are discussed in team meetings		
Item 2: Ways to get resources are in the action plan		
Item 3: Members take responsibility for finding resources for the team's projects		
Item 4: Funding sources for partnership activities to implement the action plan are identified		
Element C: Expand networking opportunities (Team Building)		
Item 1: Partnership schools, organizations, and agencies combine resources to implement the action plan		
Item 2: Team networks have expanded beyond the local community to include state, regional, and national resources		
Item 3: Technology is used to expand the team's resource base, e.g., Internet, SEDL bulletin board		
Element D: Plan activities, tasks, and timelines (Team Planning)		
Item 1: Tasks for members are outlined in an action plan to achieve team objectives		
Item 2: The action plan outlines specific activities to complete tasks		
Item 3: Beginning and ending dates are established for each task		
Element E: Recognize individual contributions (Team Building)		
Item 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings		
Item 2: Group and individual accomplishments are publicized throughout the community		
Element F: Encourage new individual roles and responsibilities (Team Building)		
Item 1: Team supports personal growth of individual members		
Item 2: A nurturing environment for risk-taking exists within the partnership		
Item 3: School and community partners include all members in appropriate staff development activities		
Item 4: Partnership develops leadership pool through mentoring and coaching each other		

STAGE IV: PROJECT IMPLEMENTATION

In this CAT process stage, partnership members carry out the tasks and activities specified in the action plan with an emphasis on maintaining the team's common focus and everyone's participation. Keep this, and your school community, in mind as you respond to this section.

Project Implementation Elements **Observed Actions and Behaviors in your CAT Partnership**	**Place only one check for each item**	
Question 6: *Element A: Implement action plan (Team Planning)*	*YES*	*NA*
Item 1: Tasks are carried out by team members		
Item 2: Timelines are followed or adjusted as needed		
Element B: Support new individual roles and responsibilities (Team Building)		
Item 1: Members support each other as they take on new roles outside of the partnership		
Item 2: The partnership's leadership pool is maintained through mentoring and coaching		
Item 3: The partnership takes full responsibility for the ongoing development of the team		
Item 4: The local team's expertise is shared and recognized outside of the partnership		
Element C: Conduct evaluation (Team Planning)		
Item 1: Team assesses impact of their actions on results for children, youth, and families		
Item 2: Team makes modifications to the action plan as needed		
Item 3: Input from the community outside of the partnership is incorporated into the evaluation process		
Item 4: Team determines continued and/or new directions for partnership based on evaluation results		
Element D: Practice and promote collaborative teamwork (Team Building)		
Item 1: Partnership establishes links with other partnerships		
Item 2: Partnership contributes to the field of knowledge on collaborative partnerships		
Item 3: Members value and promote the work they have done to improve results for children, youth, and families		
Item 4: Members understand and trust each other		
Item 5: Members work productively together		

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Analyzing the Data

Purpose: To gather information for a customized plan that will guide your team through the Collaborative Action Team process. Additionally, to inform the CAT membership of how the team is progressing through the process, i.e., present state of development, future needs for ongoing development, and areas requiring immediate attention.

General procedure:

1. **Collect** all the *CAT Self-Assessment* forms.

2. **Sort** the forms into the following representative groups: Home, School, Community and Students, according to what the team member checked off on the first page. This will make it easier for you both in your tabulation of the data as well as the subsequent discussion with your team.

3. Complete the ***Data Tabulation Form*** to record and tabulate the total responses for each question. The tabulation will require using simple addition; some tabulation requires multiplication and division to determine a percent score. A calculator will be helpful and remember to always multiply before dividing.

   Follow the steps on the following pages to tabulate percent scores. The percent scores will range from 0 - 1.0, which equates to 0% - 100%. It is more than likely the percent score will be less than 1.0 (100%). The larger the percent score, the more the team has accomplished toward developing the partnership. Tabulating the results for Questions 1 and 2 will vary slightly from Questions 3 - 6 because the responses requested were different.

4. The tabulation provides the team with a general idea of how individual members perceive the partnership, as well as the team's process and progress. The results will give the whole team an idea of how much it has accomplished and what it has yet to do.

Data Tabulation Form

for the *CAT Self-Assessment*

Name of Site: _____

Location: _____

Date *CAT Self-Assessment* administered: _____

Number of persons who completed the *CAT Self-Assessment* for each representative group:

____ Home ____ School ____ Community ____ Students

____ Total number (N) of persons who completed the *CAT Self-Assessment*

Person(s) completing this data analysis form:

_____ _____

Date tabulation completed: _____

Instructions for tabulation

Step 1: Take the number of persons who completed the *CAT Self-Assessment* (**N**) from the cover page of the *Data Tabulation Form* and place it on each of the tabulation pages in the upper right where indicated.

Step 2: For Question 1 (Items 1 and 2) and Question 2 (Items 1 and 2), add all of the team members' responses (checks) to an item and place the numbers in the corresponding boxes. If there were no responses, i.e., everyone left a blank box, place a zero (0) in the corresponding box. If the "Others" column is checked, review the description given. Include the suggested "Other(s)" in your discussion about the different representative groups, however, do not include any "Others" responses in your addition.

> *For example*: A total of 25 team members completed the *CAT Self-Assessment* at the meeting. Adding the responses from the 25 forms, you find there were 15 total responses (checks) for "Parents/caretakers" and all blanks for "Other family members". The number 15 would be placed in the "Parent/caretakers" box and a 0 would be placed in the "Other family members" box.

Step 3: For Question 2 (Item 3), tabulate an average number of people for each representative group the team perceives as currently serving as members of your CAT by adding all of the teams' responses (estimations) for each group and divide by the number of responses to this item (how many people responded to this item).

> *For example*: Only 18 of the 25 team members completed Item 3 in Question 2. Adding the responses from the 8 forms, you find a total of 42 for Home; 75 for School; 58 for Community; and 0 for Students. To find an average for each representative group, divide the totals by 18 (the number of people responding to this item). The tabulation results indicate that the team perceives there is an average of 2.33 Home representatives; 4.16 School representatives; 3.22 Community representatives; and no Student representatives.

Step 4: For Questions 3 - 6, total only the **YES** responses to an item for each representative group (Home, School, Community and Students) and place the number in the corresponding boxes on the following pages. Do not count a response of **NA**.

> *For example*: A total of 25 team members completed the *CAT Self-Assessment*. Adding the responses given to an item you find there were 23 total YES responses (11 representing Home, 8 representing School, 3 representing Community and 1 Student) and 2 NA responses. The number 11 would be placed in the Home box for this item; 8 for School; 3 for Community; and 1 for Student.

Step 5: For each item in Questions 3 - 6, add the numbers across (row) to calculate the **team's response to the item**. Place the sum in the Team column for that item (slightly shaded area).

> *For example*: Using the example from Step 4, a total of 23 would be placed in the Team box for the item.

Step 6: For each Element in Questions 3 - 6, add the numbers down (column) to calculate the **representative group's response to the Element**. Place the sum in the Element Total row for that group (slightly shaded area).

> *For example*: The responses from team members representing Home on Question 3, Element G: "Identify and prioritize community issues" were 5 for Item 1; 2 for Item 2; and 4 for Item 3. The total for Home for this element is 11. The number 11 would be placed in the Element G, Home column.

Step 7: Add the Team column for each element. Then add the Element Total row. The two sums should be equal. If they do not, an error has occurred. Place the sum in the darkened square for the **team's response to the element**, (i.e., Team Element Total (**E**)).

> *For example*: Expanding on the example in Step 6, you find Question 3, Element G Total (**E**) = 70 (11 for Home; 38 for School; 12 for Community; and 9 for Student) **AND** (23 for Item 1 Team total; 22 for Item 2; and 25 for Item 3).

Step 8: It is now important to calculate **percent scores for each element**. This will enable you to compare the results on each element with your previous and/or future self-assessment results and to results from other CAT sites. To do so, multiply the number of persons who completed the forms (**N**) by the number of items for the element, then divide this into the team's response to the element (**E**). Multiplying before dividing is necessary. The formula is included in the last column for each element. Remember, percent scores will range from 0 - 1.0.

> *For example*: Using the example in Step 6, you find Question 3, Element G Total (**E**) = 70. There were 25 people (**N**) who completed the self-assessment. Since there are three items in Question 3, Element G, you multiply 3 times 25 which equals 75. Divide 70 (**E**) by 75 and you get .93 (**93%**).

Step 9: Last, you can now calculate the responses for each representative group and the entire team for the four stages (Team Identification, Team Mobilization , Project Development, and Project Implementation).

a. To tabulate a score for each representative group, add the Element Totals (slightly shaded areas) in each column. Place the sum in the dashed square.

b. To tabulate a score for the team, add the Stage Total row (four dashed squares). Place the sum in the heavily outlined square, (i.e., Team Stage Total (**S**)).

c. To obtain a **percent score for each stage of the CAT process**, follow the formula in Step 8 except use the number of items for the stage rather than for just an element (to get this add the number of items in all of the elements comprising each stage). Multiply the number of persons who completed the forms (**N**) by the sum of the items for the stage, then divide this into the team's response to the stage (**S**). Place the percent score for each stage on the bottom of the last page in the table.

Total number (N) who completed the CAT Self-Assessment = ____

Membership in your CAT	Representative Groups														
	Home		School				Community							Students	Others
Team Identification Elements **Question 1:** *Element A: Defining representative membership (Team Planning)*	Parents/Caretakers	Other family members	Teachers	Principals	Support Staff (Guidance, Social Work, Secretarial, ...)	Central Office (District)	Faith Community	Health Providers	Civic Organizations	Community Volunteers	Human/Social Service Providers	Higher Education	Business/Private Industry	Students	Others
Item 1: Number of responses: Who **should** be team members on your CAT?															
Suggested "Others", if any:															
Item 2: Number of responses: Who **could** be team members on your CAT?															
Suggested "Others", if any:															
Question 2: *Element B: Building representative membership (Team Building)*															
Item 1: Number of responses: Who are **active members** of your CAT?															
Suggested "Others", if any:															
Item 2: Number of responses: Who is **involved** in your CAT but not an active member?															
Suggested "Others", if any:															
Item 3: Average of how many people **currently** serve on CAT? (add all the responses and divide by # of people who responded to this item) **HOME** _____ **SCHOOL** _____ **COMMUNITY** _____ **STUDENTS** _____															

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Observed Actions and Behaviors in your CAT Partnership	Number of Responses (total checks in Yes column)					
Team Identification Elements (Question 3)						N =
Element C: Find common ground (Team Building)	Home	School	Comm	Student	Team (add row)	%
Item 1: Members discuss environmental/organizational factors contributing to community issues						
Item 2: Members understand the impact these issues have on results for children, youth and families						E ÷ (Nx2)=%
Element C: Total (add column)					E =	
Element D: Reinforce consensus building skills (Team Building)						
Item 1: Everybody in the team actively participates in decision making						
Item 2: Differences are expressed and conflict is addressed						
Item 3: Everybody's perspective is considered						E ÷
Item 4: Individuals support group decisions						(Nx4)=%
Element D: Total (add column)					E =	
Element E: Establish communication guidelines (Team Building)						
Item 1: Ground rules for conducting effective meetings are established						
Item 2: Diverse perspectives are welcome and openly shared						
Item 3: Members respect each others' cultures						E ÷
Item 4: Ground rules encourage active participation and involvement						(Nx4)=%
Element E: Total (add column)					E =	
Element F: Agree on a common vision (Team Planning)						
Item 1: Members have openly shared their hopes and dreams for improving their community						
Item 2: The team has described the expected benefits for children, youth and families through collaborative efforts						
Item 3: Members have developed a visionary statement that describes the ideal community setting the team is striving to build						E ÷ (Nx3)=%
Element F: Total (add column)					E =	
Element G: Identify and prioritize community issues (Team Planning)						
Item 1: Individual members express issues to be addressed for the community						
Item 2: Members as a group have developed a list of issues for the community						E ÷
Item 3: Members have determined which community issues are most important						(Nx3)=%
Element G: Total (add column)					E =	
Element H: Develop mission statement (Team Planning)						
Item 1: Members agree the purpose of the team is to improve results for children, youth and families						
Item 2: The team has written a mission statement to accomplish its purpose						E ÷
Item 3: All partners support the mission statement						(Nx3)=%
Element H: Total (add column)					E =	
Team Identification Total (add element totals from columns only)					S =	

Team Mobilization Elements (Question 4) ***Element A: Identify shared leadership opportunities*** *(Team Planning)*	**Home**	**School**	**Comm**	**Student**	**Team (add row)**	**N =** **%**
Item 1: The team has identified the abilities, skills, and experience of all members						
Item 2: Tasks are matched with individual members' abilities, skills, and strengths						E ÷
Item 3: The team supports ways to develop leadership skills among all members						(Nx3)=%
Element A: Total (add column)					**E =**	
Element B: Assume shared leadership responsibilities *(Team Building)*						
Item 1: Activities and tasks are equally shared among home, school, community and students						
Item 2: The team understands and utilizes the expertise of all members						
Item 3: Individual members are willing to learn and improve their leadership skills						E ÷
Item 4: Individual members are willing to take on new leadership roles						(Nx4)=%
Element B: Total (add column)					**E =**	
Element C: Enhance communication guidelines *(Team Planning)*						
Item 1: Minutes of partnership meetings are distributed for review ahead of time						
Item 2: Members exchange information about upcoming activities in the community						
Item 3: Existing systems of communication are linked between collaborating agencies						
Item 4: Meeting notices are available to all representative groups						
Item 5: A membership list is printed and kept current						
Item 6: A printed agenda is available at the meeting						E ÷
Item 7: Meeting discussion is structured to accommodate for special needs of members						(Nx7)=%
Element C: Total (add column)					**E =**	
Element D: Initiate networking opportunities *(Team Building)*						
Item 1: The team shares information and experiences with each other						
Item 2: The team develops relationships and contacts outside of the partnership						E ÷
Item 3: Members develop strategies for building their networking resource base						(Nx3)=%
Element D: Total (add column)					**E =**	
Element E: Enhance group decision-making *(Team Building)*						
Item 1: The diverse perspectives of all members are valued and discussed						
Item 2: Strategies for resolving conflict are used						
Item 3: Decisions reflect the viewpoints of all members involved						E ÷
Item 4: Members come prepared to make informed decisions						(Nx4)=%
Element E: Total (add column)					**E =**	
Element F: Set goals and objectives *(Team Planning)*						
Item 1: The team establishes goals to address the group's priority issues						
Item 2: Measurable objectives for team goals are written						E ÷
Item 3: All partners support the goals and objectives of the team						(Nx3)=%
Element F: Total (add column)					**E =**	
Team Mobilization Total (add element totals only)					***S =***	

Project Development Elements (Question 5) *Element A: Determine roles and responsibilities (Team Planning)*	Home	School	Comm	Student	Team (add row)	N = %
Item 1: Strengths of individual members are identified to implement the project, e.g. tasks and activities						E ÷ (Nx1)=%
Element A: Total (add column)					E =	
Element B: Develop resource strategies (Team Planning)						
Item 1: Ways to find resources are discussed in team meetings						
Item 2: Ways to get resources are in the action plan						
Item 3: Members take responsibility for finding resources for the team's projects						E ÷
Item 4: Funding sources for partnership activities to implement the action plan are identified						(Nx4)=%
Element B: Total (add column)					E =	
Element C: Expand networking opportunities (Team Building)						
Item 1: Partnership schools, organizations, and agencies combine resources to implement the action plan						
Item 2: Team networks have expanded beyond the local community to include state, regional, and national resources						E ÷
Item 3: Technology is used to expand the team's resource base						(Nx3)=%
Element C: Total (add column)					E =	
Element D: Plan activities, tasks, and timelines (Team Planning)						
Item 1: Tasks for members to do are outlined in an action plan to achieve team objectives						
Item 2: The action plan outlines specific steps to complete activities						E ÷
Item 3: Beginning and ending dates are established for each task						(Nx3)=%
Element D: Total (add column)					E =	
Element E: Recognize individual contributions (Team Building)						
Item 1: Ways to recognize and celebrate individual achievements are part of the partnership meetings						E ÷
Item 2: Group and individual accomplishments are publicized throughout the community						(Nx2)=%
Element E: Total (add column)					E =	
Element F: Encourage new individual roles and responsibilities (Team Building)						
Item 1: Team supports personal growth of individual members						
Item 2: A nurturing environment for risk-taking exists within the partnership						
Item 3: School and community partners include all members in appropriate staff development activities						E ÷
Item 4: Partnership develops leadership pool through mentoring and coaching each other						(Nx4)=%
Element F: Total (add column)					E =	
Project Development Total (add element totals only)					*S* =	

Project Implementation Elements (Question 6) ***Element A: Implement action plan*** *(Team Planning)*	**Home**	**School**	**Comm**	**Student**	**Team (add row)**	**N =** **%**
Item 1: Tasks are carried out by team members						**E +**
Item 2: Timelines are followed or adjusted as needed						**(Nx2)=%**
Element A: Total (add column)					**E =**	
Element B: Support new individual roles and responsibilities *(Team Building)*						
Item 1: Members support each other as they take on new roles outside of the partnership						
Item 2: The partnership's leadership pool is maintained through mentoring and coaching						
Item 3: The partnership takes full responsibility for the ongoing development of the team						**E +**
Item 4: The local team's expertise is shared and recognized outside of the partnership						**(Nx4)=%**
Element B: Total (add column)					**E =**	
Element C: Conduct evaluation *(Team Planning)*						
Item 1: Team assesses impact of their actions on results for children, youth, and families						
Item 2: Team makes modifications to the action plan as needed						
Item 3: Input from community outside of the partnership is incorporated into the evaluation process						**E +**
Item 4: Team determines continued and/or new directions for partnership						**(Nx4)=%**
Element C: Total (add column)					**E =**	
Element D: Practice and promote collaborative teamwork *(Team Building)*						
Item 1: Partnership establishes links with other partnerships						
Item 2: Partnership contributes to the field of knowledge on collaborative partnerships						
Item 3: Members value and promote the work they have done to improve results for children, youth and families						
Item 4: Members understand and trust each other						**E +**
Item 5: Members work productively together						**(Nx5)=%**
Element D: Total (add column)					**E =**	
Project Implementation Total (add element totals only)					***S =***	

Stage Percent Scores (multiply the number of persons who completed the forms (N) by the total number of items for the particular stage, then divide this into the team's stage total (S))

_____ %	_____ %	_____ %	_____ %
Team Identification	Team Mobilization	Project Development	Project Implementation

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Interpreting the Data

Purpose: To identify where the team has achieved progress, what is needed for ongoing development, and what areas require immediate attention. Further, interpreting the data will enable you to compare your current state of development with past assessments and results from other CAT sites.

Use the following example to help you understand the steps for interpreting Question 1.

	Home		School				Community							Students
Element A: Defining representative membership	**Parents/Caretakers**	**Other family members**	**Teachers**	**Principals**	**Support Staff** (Guidance, Social Work, Secretarial, ...)	**Central Office** (District)	**Faith Community**	**Health Providers**	**Civic Organizations**	**Community Volunteers**	**Human/Social Service Providers**	**Higher Education**	**Business/Private Industry**	**Students**
Item 1	2	0	10	10	0	10	10	8	0	2	10	0	4	0
Item 2	1	0	8	7	0	0	10	6	0	2	0	0	2	0

Question 1: Team Identification (Element A)

Steps:

1. Review the responses on your ***Data Tabulation Form*** in Item 1. This will provide you with a general idea of the diversity of perspectives among your partners regarding who they believe should serve on your CAT. Ideally, there should be representation on your team from the four groups - home, school, community and students. However, not everyone on the team may agree. The higher the number, the stronger the team feels about defining your CAT with those representatives.

Interpreting the example: A total of 10 people completed the self-assessment. The results from Item 1 indicate the team feels strongly that "Teachers", "Principals", and "Central Office" staff, representing the School group, and "Faith community" and "Human/social service providers", representing the Community group, are most important in defining your CAT membership. Is this an indication that your team perceives the school and community as more important to have on your CAT than home and students? Are these results because more school and community partners completed the self-assessment? These are questions that would be helpful to consider.

2. Review Item 1 for no responses in any group, i.e., a zero for the group. This will be helpful in determining if any particular representatives are perceived by your team as not important in defining representative membership. If this does occur, a discussion with the team about their reasons for not including that group in defining the partnership is recommended.

> *Interpreting the example:* There were no checks for "Other family members" in the Home group; "Support staff" in the School group; or "Civic organizations" and "Higher education" in the Community group. Does your team perceive these particular representatives as not important to serve on your CAT?

3. Next compare the responses on your ***Data Tabulation Form*** in Items 1 and 2. This will provide you with a general idea of the diversity of perspectives among your partners regarding who they believe could serve on your CAT. You may find that although the team perceives particular representatives as important to defining your membership, they may not think these persons could serve on your CAT, as indicated by a difference between the totals in Items 1 and 2. The team may perceive that some groups, or particular representatives in that group, are unavailable, unapproachable, or not appropriate to serve on your CAT. A discussion with your team about any differences may bring up issues related to your school community that need to be considered in determining the membership of your CAT.

> *Interpreting the example:* The results indicate the team feels strongly that "Human/social service providers", in the Community group, should be members of your CAT, however, the team does not believe they could be members. What are the issues in your community that might preclude these representatives from becoming team members? This would be helpful to discuss.

Use the following example to help you understand the steps for interpreting Question 2.

	Home		School				Community							Students
Element B: Building representative membership	**Parents/Caretakers**	**Other family members**	**Teachers**	**Principals**	**Support Staff** (Guidance, Social Work, Secretarial, ...)	**Central Office** (District)	**Faith Community**	**Health Providers**	**Civic Organizations**	**Community Volunteers**	**Human/Social Service Providers**	**Higher Education**	**Business/Private Industry**	**Students**
Item 1	0	0	10	0	0	10	10	0	0	10	0	0	10	1
Item 2	0	0	3	10	0	0	0	0	0	2	0	0	1	0
Item 3	Average 0		Average 7.21				Average 2.66							Average .10

Question 2: Team Identification (Element B)

Steps:

1. Review the responses on your ***Data Tabulation Form*** in Item 1. This will provide you with a general idea of who your partners perceive as active members on your CAT. If the team believes there is no representation on your CAT from one of the four groups, the group total will be a zero, i.e., all representatives within the group received no responses. If the team believes there is no representation from particular persons in a group, the individual representatives will be a zero, i.e., "Parent/caretaker" or "Other family members" within the Home group. This finding may have already been discussed as a result of the responses to Question 1. If not, a discussion of the CAT process focusing on the importance of representation from all four groups is recommended.

Interpreting the example: A total of 10 people completed the self-assessment. The results from Item 1 indicate that the team perceives there are no active members on your CAT representing the Home group, i.e., none from "Parents/caretakers" or "Other family members". A discussion of why this group is not represented will help the team determine how to build representative membership. It is possible that team members may be confused about individual member's roles. For instance, an individual may represent several groups, i.e., a parent and a local phone company.

2. Review the responses in Item 2. This will provide you with a general idea of your team's perception of who is involved in your CAT, but not actively. The results may help to identify persons "behind the scenes" who are helping the team achieve goals but for some reason are unavailable to come to meetings. The results may also highlight that there are people who the team believe play a key role but who do not attend meetings.

> *Interpreting the example:* The results from Item 2 indicate that the team perceives the Principal as involved in the CAT but not actively. A discussion of the Principal's involvement may provide a clearer understanding of the situation or an action to bolster the Principal's attendance at meetings.

3. Review the averages in Item 3. The average for each group will indicate how many representatives your team perceives as currently serving on your CAT. The results will indicate the balance among the four representative groups on your team.

> *Interpreting the example:* The results from Item 3 indicate that your team perceives, on average, that there are no Home representatives, 7 School representatives, 3 Community representatives, and no Student representatives on your CAT. Clearly there is an imbalance between the representative groups. A discussion on how to build representative membership for your CAT is recommended.

Use the following example to help you understand the steps for interpreting Questions 3 - 6.

Team Identification Element (Question 3) *Element C: Find common ground (Team Building)*	Home	School	Comm	Student	Team	N = 15 %
Item 1: Members discuss environmental/ organizational factors contributing to community issues	4	5	2	2	13	
Item 2: Members understand the impact these issues have on results for children, youth and families	0	6	0	0	6	E ÷ (Nx2)=%
Element C: Total (add column)	4	11	2	2	**E = 19**	*.63 (63%)*
Element H: Develop mission statement (Team Building)	Home	School	Comm	Student	Team	N = 15 %
Item 1: Members agree the purpose of the team is to improve results for children, youth and families	4	7	2	2	15	
Item 2: The team has written a mission statement to accomplish its purpose	4	7	2	2	15	E ÷ (Nx3)=%
Item 3: All partners support the mission statement	3	7	2	1	13	
Element H: Total (add column)	11	21	6	5	**E = 43**	*.96 (96%)*
Team Identification Total (add element totals from columns only)	*15*	*32*	*8*	*7*	***S = 62***	
Team Mobilization Total (add element totals from columns only)	*19*	*42*	*20*	*18*	***S = 99***	
Project Development Total (add element totals from columns only)	*2*	*10*	*0*	*0*	***S = 12***	
Project Implementation Total (add element totals from columns only)	*0*	*0*	*0*	*0*	***S = 0***	

For this example only, Team Identification is comprised of 5 items; Team Mobilization, 7 items; Project Development, 9 items; and Project Implementation, 8 items.

Stage Percent Scores (multiply the number of persons who completed the forms (N) by the total number of items for the particular stage, then divide this into the team's stage total (S))

62 ÷ (15x5) = **83%**	99 ÷ (15x7) = **94%**	12 ÷ (15x9) = **9%**	0 ÷ (15x8) = **0%**
Team Identification	Team Mobilization	Project Development	Project Implementation

Questions 3 - 6: Team Identification (Elements C - H) **and Team Mobilization, Project Development and Project Implementation** (all Elements)

Steps:

To interpret representative group results

1. Compare the responses each representative group gave to **each item**. This will provide a general idea of the diversity of perspectives among your partners on the specific items. You may find that a particular representative group places more importance on an activity than the other groups.

> *Interpreting the example:* Thirteen of the 15 persons who completed the self-assessment responded to Element C, Item 1. Although there are two missing responses which could add to any group total, this does not seem to impact the results. The results indicate that the groups have similar perceptions. Specifically, 4 Home, 5 School, 2 Community and 2 Student representatives believe the team has discussed environmental/organizational factors that contribute to community issues. However, the results from Item 2 seem to indicate greater variation among the representative groups in their perception on whether team members' understand the impact these issues have on results for children, youth and families. The Home, Community and Student groups received no responses, indicating they do not feel members have an understanding of the impact of the issues or possibly this item is not applicable to their group. Conversely, the School group responded they think the team members do understand. The School's response accounts for 6 out of a possible 15, i.e., a little less than half of the group; however, this only reflects one group's response. Finding out about the variation in perspectives among the groups would help to possibly determine steps to increase members' understanding or a need to clarify the individual item.

2. Compare the responses each group gave to **each element**. This will provide a general idea of the diversity of perspectives among your partners on the elements comprising the four stages (Team Identification, Team Mobilization , Project Development and Project Implementation). You may find a particular element may be more important to some team members than it is to others.

> *Interpreting the example:* Comparing Element C and Element H, the results seem to indicate each of the representative groups perceives the team has achieved developing a mission statement more than finding common ground. The percent score for Element C (63%) is much lower than for Element H (96%).

3. Compare the responses each representative group gave to **each stage**. This will provide you with a general idea of the diversity of perspectives among your partners on the four stages. You may find that a particular representative group perceives the team at a different stage of development than the other groups.

> *Interpreting the example:* Comparing Stages 1 and 2, the results indicate all of the representative groups perceive the team has accomplished more in Stage 2: Team Mobilization than in Stage 1: Team Identification. Further, each group perceives the team has achieved more in Stages 1 and 2 than in Stage 3: Project Development. The results also indicate that none of the representative groups believe any elements in Stage 4: Project Implementation have been accomplished.

4. Be cautious when you find large differences in the numbers. A difference may occur if the number of persons from each representative group that completed the forms varies. However, a difference may also be due to a particular representative group's unique opinion regarding an item, element, or stage. The areas of difference among the representative groups are very fertile ground for discussion and should be explored as an opportunity for overall team growth. This kind of discussion will validate the team's perspective about its partnership development.

> *Interpreting the example:* Comparing the results for the representative groups in Stage 1: Team Identification, the School total of 32 is twice as much as the Home total of 15 and four times as much as either the Community total (8) or the Student total (7). It seems that there is a large difference between the School total and the others. The number of representatives who responded from the School group versus the other three groups should be taken into consideration before determining that the School representatives perceived the team as having accomplished twice as much. In this example, there are 4 Home representatives, 7 School, 2 Community, and 2 Students. Almost twice as many from School responded as from Home and three times as many from School as from Community and Students. Considering the number of representatives in each group and their group totals for Team Identification, the differences do not appear to be very large.

To interpret team results

1. Look at the percent score for **each element**. On average among teams, SEDL has found that if the percent score is 70% or greater, the team has achieved a high level of progress on the element. If the percent score is between 40% and 70%, then progress is occurring on the element. If the percent score is 40% or less, then the element needs immediate attention by the team.

> *Interpreting the example:* The percent score for Element C is .63 or 63%. This indicates that the team has achieved some progress in finding common ground, however, the team is has not yet reached a level of high achievement. The percent score for Element H is .96 or 96%. This score indicates the team has made great progress toward developing a mission statement and has achieved a higher level toward this element than toward finding common ground.

Note the areas in which the team had high achievement, is continuing to develop, and or has immediate needs. A suggestion for doing this is to place a √ next to the percent score indicating high achievement, a → next to the percent score indicating ongoing team development, and a ← next to the percent score indicating an element needs immediate attention. Use the resource packets found in *A Guide for Building Collaborative Action Teams in Schools and Communities* to assist the team in addressing elements needing most attention.

2. Look at the percent score for **each stage**. This will provide your team with a clear idea of the team's current phase of development in each stage and your developmental progression as a team.

> *Interpreting the example* : Comparing the percent scores for the four stages, the results indicate that the team has made the most progress in their development in Stage 2: Team Mobilization (94%). They are also progressing in Stage 1: Team Identification (83%) and some in Stage 3: Project Development (9%). However, the team has not yet achieved any progress in Stage 4: Project Implementation (0%). The results further exemplify that the CAT process is fluid, i.e., the team may be focusing on elements in several stages at one time and achieve some in a later stage while still working on some in a previous stage. The length of time the team has existed should be considered in interpreting and moving ahead based on these results.

Using the *CAT Self-Assessment* to Determine a Point of Entry (for those about to use the CAT process for the first time) **or a Course of Action** (for partnerships experienced in the CAT process)

A beginning CAT will be able to decide where in the process to begin its work. An experienced team can use the self-assessment results to identify areas in which progress has been made and determine areas where more work is needed.

1. Using the examples for Questions 1 and 2, the team's composition is exclusively school and community representatives, with no representation from the home or students (as indicated in the results from Question 2). Second, the team perceives representatives from the school and community as more important in defining their CAT membership (as indicated in the results from Question 1). The team's membership is clearly not balanced, a basic principle of the CAT process.

A discussion of the team's membership can provide insight into why the membership is not representative and serve to prompt them to develop actions to change the balance on their team. For instance, a new CAT may have existed as another entity prior to becoming a CAT that was only comprised of school and community members. Or, in the case of the CAT that has been in existence for at least six months, the team's membership may at one time have been balanced but currently is not. The facilitator can help the whole team consider actions to increase home and student representation, such as sending an invitational flyer, making phone contacts, or talking to parent and student groups.

2. Using the examples for the analyses of Questions 3 - 6 (a CAT team with 15 members), the team has begun to make progress in three of the four stages, i.e., Stage 1: Team Identification, Stage 2: Team Development and Stage 3: Project Development (as indicated in the results from Questions 3 - 6). Although the results indicate that this team has progressed more in the Team Mobilization stage than the other two stages, both Stages 1 and 2 show a high level of progress. The results indicate that several elements in Team Identification raise issues to consider.

For a team using the CAT process for the first time, it is recommended that the team begin in the Team Identification stage but continue its progress already achieved in the other stages. The progress this new CAT has made may be a result of actions accomplished while part of another team or while awaiting the initial training to become a CAT. Although it appears that members have discussed environmental/organizational factors contributing to community issues, they do not all agree that everyone understands the impact these issues have on results for children, youth and families (as indicated in the results from Question 3, Element C). The members do agree that the purpose of the team is to improve results for children, youth and families (as indicated in the results from Question 3, Element H), therefore, it would be helpful for the team to discuss the outcomes they hope to accomplish for children, youth and families and include how the community issues would impact the desired results. The team can focus the mission statement to be sure it reflects their desire to

improve results for children, youth and families and, at the same time, get a better understanding of why some team members do not feel all partners support the mission. With this information now documented, the team can work on finding common ground, finalizing a mission statement, and generating group momentum before moving on to other stages.

For a team that has existed for at least six months, they would not want to lose the momentum they have already achieved. This team has effectively moved into the Team Mobilization stage but needs to consider the elements within the other stages that require attention. They may want to add to one of their next meeting agendas a discussion of their established goals and how the community issues impact their outcomes for children, youth and families (as indicated in the results from Question 3, Element C). Further, the team may want to look at their written mission statement to see if it reflects their present goals. With this information now documented, the team may decide to spend some time on changing their mission statement and ensuring there is common ground among their members. However, it is recommended that this team begin to focus more on the elements in Stage 3: Project Development to move ahead in their desire to improve outcomes for children, youth and families.

3. Based on discussion and reflection generated by the analysis, the CAT can then decide on the next steps for continuing the development of the partnership. The resource packets found in ***A Guide to Building Collaborative Action Teams in Schools and Communities*** are helpful in accomplishing further development.